

MCCORMICK MIDDLE

801 Carolina Street
McCormick, South Carolina 29835

GRADES 5-8 Middle School

ENROLLMENT 333 Students

PRINCIPAL Cecily Morris 864-465-2243

SUPERINTENDENT Sandra Calliham, Ed.D. 864-465-2435

BOARD CHAIR Oscar M. New 864-465-2329

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	32	12

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

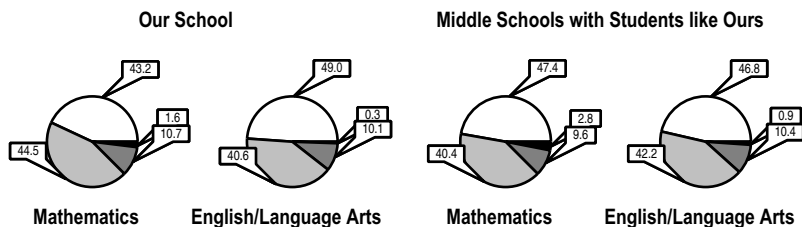
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	311	99.4	48.7	40.8	10.1	0.3	15.7	No	Yes
Gender									
Male	165	98.8	54.7	36.6	8.7	0.0	12.4		
Female	146	100.0	42.1	45.5	11.7	0.7	19.3		
Racial/Ethnic Group									
White	33	100.0	27.3	51.5	21.2	0.0	36.4	I/S	I/S
African-American	277	99.3	51.5	39.3	8.8	0.4	13.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	272	99.6	45.1	44.4	10.1	0.4	15.7		
Disabled	39	97.4	73.7	15.8	10.5	0.0	15.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	311	99.4	48.7	40.8	10.1	0.3	15.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	311	99.4	48.7	40.8	10.1	0.3	15.7		
Socio-Economic Status									
Subsidized meals	254	99.2	49.0	40.6	10.0	0.4	15.3	Yes	Yes
Full-pay meals	57	100.0	47.4	42.1	10.5	0.0	17.5		

Mathematics - State Performance Objective = 15.5%									
All Students	311	99.4	42.8	44.8	10.8	1.6	20.9	Yes	Yes
Gender									
Male	165	98.8	47.2	43.5	8.7	0.6	16.8		
Female	146	100.0	37.9	46.2	13.1	2.8	25.5		
Racial/Ethnic Group									
White	33	100.0	24.2	48.5	27.3	0.0	42.4	I/S	I/S
African American	277	99.3	45.2	44.5	8.5	1.8	18.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	272	99.3	37.8	48.7	11.6	1.9	22.5		
Disabled	39	100.0	76.9	17.9	5.1	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	311	99.4	42.8	44.8	10.8	1.6	20.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	311	99.4	42.8	44.8	10.8	1.6	20.9		
Socio-Economic Status									
Subsidized meals	254	99.6	44.0	44.4	10.0	1.6	18.8	Yes	Yes
Full-pay meals	57	98.3	37.5	46.4	14.3	1.8	30.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	79	100.0	51.4	39.2	9.5	N/A	9.5
	Grade 6	94	98.9	45.3	43.0	9.3	2.3	11.6
	Grade 7	92	96.7	47.6	45.2	7.1	N/A	7.1
	Grade 8	74	98.6	45.2	43.5	11.3	N/A	11.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	82	98.8	50.6	39.5	9.9	N/A	9.9
	Grade 6	69	100.0	65.2	30.4	4.3	N/A	4.3
	Grade 7	82	98.8	41.8	49.4	8.9	N/A	8.9
	Grade 8	78	100.0	39.0	46.8	13.0	1.3	14.3
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	79	100.0	45.9	41.9	10.8	1.4	12.2
	Grade 6	94	98.9	44.2	39.5	11.6	4.7	16.3
	Grade 7	92	100.0	54.1	40.0	4.7	1.2	5.9
	Grade 8	74	100.0	41.9	46.8	11.3	N/A	11.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	82	98.8	43.2	38.3	16.0	2.5	18.5
	Grade 6	69	98.6	50.0	38.2	10.3	1.5	11.8
	Grade 7	82	100.0	42.5	46.3	10.0	1.3	11.3
	Grade 8	78	100.0	36.4	55.8	6.5	1.3	7.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 333)				
Students enrolled in high school credit courses (grades 7 & 8)	42.2%	Up from 0.0%	9.2%	14.6%
Retention rate	8.1%	Down from 8.9%	4.4%	3.0%
Attendance rate	95.7%	Up from 94.9%	94.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		9.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		8.8%	5.3%
Eligible for gifted and talented	6.9%	Up from 6.6%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Down from 15.7%	14.7%	13.9%
Older than usual for grade	6.9%	Down from 8.4%	7.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	No change	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	29.2%	No change	47.1%	48.7%
Continuing contract teachers	50.0%	Down from 54.2%	71.4%	81.7%
Highly qualified teachers**	94.4%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	11.1%		13.0%	5.3%
Teachers returning from previous year	69.6%	Up from 68.5%	76.7%	85.1%
Teacher attendance rate	93.7%	Down from 95.3%	94.4%	94.8%
Average teacher salary	\$33,701	Up 1.6%	\$38,638	\$40,566
Prof. development days/teacher	11.9 days	Down from 12.0 days	11.9 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	21.5 to 1	No change	18.8 to 1	21.3 to 1
Prime instructional time	87.5%	Down from 89.1%	87.4%	89.3%
Dollars spent per pupil*	\$5,966	Down 9.5%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	60.0%	Down from 60.1%	60.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	71.9%	Down from 80.5%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCormick Middle School has made significant progress during the 2003-2004 school term. We are dedicated to providing a comprehensive and challenging educational program to maximize student achievement.

During the 2003-2004 school term our plan for improvement included the implementation of the Anderson School District Five Curriculum and Pacing Guides in grades five through eight. This guide ensures that instruction and assessment are standards based. After school tutorial programs (ARK, and the Homework Center) provided opportunities not only for academic remediation but for academic acceleration through drama and journalism.

Our community outreach featured Community meeting preparing parents for PACT, Homework Workshops, and Computer Classes for Parents. The High Performance Partnership with Savannah Lakes Village Property Owners Association continues to grow and brings together a community of volunteers, tutors and mentors who have made substantial progress with our students. Raising student achievement and encouraging students to make positive choices and positive changes in their lives is an invaluable service provided by this partnership.

As we acknowledge the accomplishments and successes made this school term, we recognize the challenges facing our school as we work to ensure that our students reach their academic potential. Working together we continue to provide a safe, positive environment where students succeed.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	66	53
Percent satisfied with learning environment	70.8%	65.1%	57.7%
Percent satisfied with social and physical environment	70.8%	62.5%	52.8%
Percent satisfied with home-school relations	37.5%	76.9%	61.5%

*Only students at the highest middle school grade level at this school and their parents were included.